

Technology Lesson

created with  taskstream**Author:** Elizabeth Kimmel & Ashleigh Pekar**Based on lesson by:****Date created:** 11/15/2012 5:42 AM EST ; **Date modified:** 11/27/2012 1:22 PM EST

GENERAL INFORMATION

Subject(s)	Technology
Topic or Unit of Study	Math
Concept(s)	Students will be able to use technology to further their knowledge with counting and comparing money amounts. Students will also be taught with the use of the document camera so they can better see the math problems being solved.
Grade/Level	Grade 3
Time Allotment	2 class periods. 55 Mins. per class.
Assessment of Prior Knowledge	The assessment of prior knowledge comes from observing our mentor teacher using the same technology to teach from our initial days in the field.
Instructional Materials	Document Camera Similar Amounts Worksheet Manipulative money Thinkpads Thinkpad Worksheet
Resources	<ul style="list-style-type: none">Materials and resources: Thinkpad activities: www.ixl.com & www.homeschoolmath.net/online/money.php.
Summary	As part of our math module on money, we used the document camera to teach the introduction, whole group instruction, and also for the closure of the lessons. On the first day, Ashleigh has the lead for the lesson and will be instructing how to count change. Then when the class is split into groups, each of the three groups will be using the Thinkpads for 15 minutes. Liz will be helping the students get logged onto www.ixl.com & www.homeschoolmath.net/online/money.php , where they will be practicing virtually counting money. Then Ashleigh will close by using the document camera to review the assigned homework. On the second day, Liz will take the lead and be using the document camera to show the students how the same amount of money can be showed in different ways. Then the class will once again be broken into three groups. Each of the groups will be

using the Thinkpads for 15 minutes as be logged onto www.ixl.com. Ashleigh will be helping the students get logged on as needed on the second day. However, this time we are asking the students to keep track of their scores on the Thinkpads. The students will then record their scores on the worksheet. To close the lesson, Liz will have the students complete a word problem, which will be reviewed and seen through the document camera.

STANDARDS AND OBJECTIVES

Standards

Display: ☐ Collapse All ☒ Expand All

▼ MD- Technology Literacy Standards for Students (Technology Literacy by 8th Grade)

▼ **Standard:** Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

▼ **Grade:** Grade 3

▼ **Topic:** A. Learning

▼ **Skill:** 1. Use and explain how the technology enhances learning

Indicator: a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

Lesson Objective(s)

Students will be able to use technology to help them further understand concepts of counting money, and realizing money can be showed in different ways.

Students will also be able to have technology used to help then gain more knowledge from the lesson they are being taught.

PROCEDURES AND MODIFICATIONS

Introduction(Motivation)

The introduction of the technology lesson come with the use of the document camera for both lesson 2 and lesson 3 in the math module. The introduction of the separate lessons are examples of integrating technology to help the teacher instruct more productively and also to allow the students to learn concepts with the use of technology. We are using this approach by utilizing the document camera to begin the lessons.

Teaching / Activities

Lesson #2 (Ashleigh)

1. After introducing the lesson by counting coins with the students, I continued on with my instruction by using the document camera.
2. The whole group instruction consisted of a review using the document camera of skip counting with pennies, nickels, and dimes.
3. After practicing and reviewing the counting of various coins, I will then break the students into three different groups.
4. Each group will be given 15 minutes to work on the Thinkpads on the chosen web sites of www.ixl.com and www.homeschoolmath.net/online/money.php.
5. Liz will be in charge of supervising the Thinkpad group as I work at

the table with small group instruction.

6. The students will not be required to record their scores this day because of the introduction to a new web site and how much extra time that is spent logging into the unfamiliar web sites.
7. After all three groups have rotated for the final time, the students will called back to their seats to receive a homework sheet.

Lesson #3 (Liz)

1. I will begin the lesson by using the document camera to show the students five different ways a dollar can be represented with coins.
2. Then I will use a pre made worksheet that shows the same amount of money represented in different ways using the document camera.
3. After the students and myself have worked through the worksheet, I will break the students into their groups.
4. Each group will rotate to the technology center and receive 15 minutes to use the Thinkpads to further practice their money concepts.
5. The Thinkpad activities will be utilized from www.ixl.com.
6. At the conclusion of each group session, the students in the technology center will be asked to write down the score from www.ixl.com. The score will be based on the amount of questions the students get correct from the web site.
7. After all of the students have completed their group rotation, the students will be called back to their seat to paste a word problem in their math journal.

Attachments:

1. **Technology Completion Points from [www.docx](#)**

Closure

In lesson 2, Ashleigh will be using the document camera to go over each section of the worksheet to be sure the students understand the expectations and directions of the homework. For lesson 3, Liz will be viewing the word problem through the document camera so the students can follow along in their own math journals. For both lessons, the document camera will be used so the students can further understand the assignment.

Differentiated Instruction

The differentiated instruction for the Thinkpad activities will be instructing the student to log onto www.ixl.com and directing the students to the second grade level instead of the third grade level activities. Also, one of the interns as well as our mentor teacher will be available to provide direction as needed.

ASSESSMENT / EVALUATION

Assessment/Rubrics

The first assessment of this technology integration lesson will come from the worksheet they will be putting their scores on so we can assess how well the students used the technology. The other assessment will come from informally when either of us are observing while the students are

using the Thinkpads. We will be able to determine whether the students are using the technology to further learn money concepts or spending that time talking to their neighbors.

Attachments:

1. **Technology Completion Points from www.docx**

Reflections

(Liz Kimmel)

This lesson was difficult to focus on because we integrated the lesson within our individual module lessons. The technology portion of the module lesson was not the whole focus of what we wanted the students to learn. We wanted the students to use the technology to further their knowledge on money as well as become more familiar with the technology available. The students already know a basic knowledge of how to use the Thinkpads because our mentor teacher uses them for flex grouping in his classroom.

The students also have computer class every week for 45 minutes so they know the basics of running a computer and getting online for educational purposes. We wanted to utilize part of our lesson for the Thinkpads because our mentor teacher told us the students enjoy using the Thinkpads and teaching a small group is beneficial for his students' learning. We followed his direction for two of the module lessons.

The first thing I noticed was how all of the students enjoyed using the Thinkpads to play math games. The technology center was the center that required very little attention from either myself, my partner, or the mentor teacher. The students were on the Thinkpads working on the web site without needing hardly any direction. The only problem I seen was during lesson 2 was it was difficult to have the students on different web sites so our mentor teacher advised all of the students to go onto www.ixl.com.

This way the students could be assessed accordingly because they would all be on the same web site doing the same activity. Another problem that occurred was during lesson 3 when one of the students accidentally logged onto the second grade assignments instead of the third grade so his recorded score was lower then everyone else's. The student did not spend the same amount of time on www.ixl.com as the rest of the students. The document camera did not have as big of an effect on the students as using the Thinkpads. I think this is because the students learn by use of the document camera all of the time so they the novelty has worn off on them.

However, I think if the students were not taught with the document camera, some of them would not learn as well. The students have all come to rely on seeing Mr. Bearinger do his teaching this way and I believe if that was changed, some of the students would not learn the material as efficiently.

Overall, I thought the technology helped the positive outcome of our lessons, and the students all enjoyed using the Thinkpads. When we asked the students at the conclusion of the module, some of the students remarked that the computer activities was the their favorite part of the money module. Also, I saw that using technology in the classroom would be a great way to keep the students occupied while a teacher focused on another group of students. We did not have behavior problems during these lessons but there was three of us keeping control of the class.

However, if one teacher was using flex grouping, the teacher would be able to use the Thinkpads to keep the students occupied and learning all at the same time. As a future teacher, I will definitely use any technology

available to me so the students can learn as much about technology and also learn how to use the technology.